### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL3028</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Language Policy and Planning: Local and Global Perspectives</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>None</td>
</tr>
</tbody>
</table>

**Objectives**

This course trains students in language policy and planning – the how, why and where languages and linguistic diversity in society are managed and planned - as a field of inquiry. It gives a comprehensive overview of contemporary theoretical and methodological approaches to language policy as an activity of authorities, as well as of businesses, local communities and families, with an emphasis on the way people across society become agents in language policy discourses and processes. The course canvasses key foci in language policy and planning including how and why language policy occurs, language policy in the professions, the rights of linguistic minorities, language revitalisation, and ideologies of planning and standardising languages. These themes are supported by case studies of majority and minority languages around the world. The readings and assessment give students flexibility to focus their own language policy interests as an ethnographic bottom up process, and as a sociopolitical phenomenon from the top-down.

**Intended Learning Outcomes (Note 1)**

Upon completion of the subject, students will be able to:

**Category A: Professional/academic knowledge and skills**

a. demonstrate familiarity with core theoretical perspectives of language policy and planning as a field of inquiry,

b. discuss and explain language policy and planning as political, economic and social practice,

c. discuss language policy and planning as an activity of governments, business and local communities,

d. explain the different ways language policy affects languages and its speakers drawing on different disciplinary perspectives,

**Category B: Attributes for all-roundedness**

e. reflect critically on the development and dynamics of language policy in their community,

f. show leadership in understanding the complexity of language policy in different contemporary societies,

g. critically analyse language policy and planning through local-contextualisation.

**Subject Synopsis/Indicative Syllabus (Note 2)**

- What is language policy and planning, and why should we care?
- Macro-level language policy and planning: Governments, language authorities and supranational policy
- Meso-level language policy and planning: Educators, businesses and other arbiters
- Micro-level language policy and planning: Families and communities
- Language rights, migrant languages and Indigenous languages
- Methodological diversity in language policy and planning
- Case studies as a domain of inquiry
The subject will be taught through a blend of lectures and interactive seminars where students will engage and discuss course content and apply new skills and theoretical concepts. As individuals, employees, students and family members subject to language policy and planning, students will be trained to critically analyse and theoretically understand the diverse purposes, nature and impacts of language management across society. Students will receive a broad training through theory supplemented by practical macro, meso and micro-level case studies from around the world, involving majority and minority languages in multilingual contexts.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical online discussions</td>
<td>20</td>
<td>a ✓ b d e ✓ f ✓ g ✓</td>
</tr>
<tr>
<td>2. In-class presentation</td>
<td>30</td>
<td>a ✓ b ✓ e ✓ f ✓</td>
</tr>
<tr>
<td>3. Language policy analysis</td>
<td>50</td>
<td>a ✓ b c d e f g</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

The subject is assessed entirely through coursework. Each assessment requires students to apply theories and concepts learned in the course to understand, reflect on and analyse real-life language policy phenomena and its consequences. This is designed to train students to critically analyse the intersection between language policy, society, economy and politics.

### Student Study Effort Expected

- **Class contact:**
  - Lectures: 39 Hrs.

- **Other student study effort:**
  - Preparation for lectures and seminars: 28 Hrs.
  - Preparation for assessments: 52 Hrs.

Total student study effort: 119 Hrs.

### Reading List and References

**Students are advised to purchase**


**Supplementary readings may include**


Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.